**Lesson: A Little Alliteration**

**Length:** 35 minutes

**Age or Grade Level Intended:** 2nd grade (adapted for the Wildcat program)

**Academic Standard(s):**

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<tr>
<th>Standard Indicator 2.3.4</th>
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<tr>
<td>Identify the use of rhythm, rhyme, and alliteration (using words with repeating consonant sounds) in poetry or fiction.</td>
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(Day 2)

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<thead>
<tr>
<th>Standard Indicator 2.4.1</th>
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<td>Observe and identify different external features of plants and animals and describe how these features help them live in different environments.</td>
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**Performance Objective(s):**

After reading the story *Clara the Caterpillar*, the students will practice identifying alliteration.

**Assessment:**

Students will create their own alliteration through a made up story by making a caterpillar.

Students will learn about the life cycle of a caterpillar using sidewalk chalk. (Day 2)

**Advance Preparation by Teacher:**

- Check out library book *Clara the Caterpillar*
- Make examples of alliteration to share with the students
- Cut paper strips for craft
- Lay out glue

**Procedure:**

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<th>Introduction/Motivation:</th>
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<td>Students will watch a short video clip about alliteration.</td>
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**Step-by-Step Plan:**

1. Read aloud to the students the story, *Clara the Caterpillar*.

2. Explain that using words with repeating beginning consonant sounds is called alliteration.
3. Have students give examples of alliteration from the two previous books read. (Some Smug Slug and The Worrywarts)
(Remind students of the rules when using a ball during reading a story prior)

4. Have students pass the beach ball to another student when they hear the alliteration during the story being read. Before the student passes the ball, have the student identify the alliteration and the repeated consonant sound before continuing on with the story.

5. Have students in groups, choose beginning consonant sounds and create their own story using alliteration.
   Groups are:
   GROUP ONE          GROUP TWO
   1. Skyler           1. Jareth
   2. Ross             2. Quentin
   3. Caleb           3. Chase

6. Give the students 5 minutes to complete their story.

Closure:
Have students read aloud their stories while their peers listen for alliteration and guess which consonant sound is being repeated.

Adaptations/Enrichment:
Adaptations-Break down directions into shorter pieces; allow more time if needed
Enrichment- Explore the science of the story on Day 2

Bloom and Gardner
Bodily kinesthetic- Using beach ball during reading
Verbal linguistic- students presenting their work
Interpersonal- working in groups
Comprehension- understanding alliteration
Application- applying what they have learned to make their own story using alliteration